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ABSTRACT

The American College Testing Program (ACT) and the Admission Testing Program of the College Entrance Examination Board are programs in which a large number of Albuquerque Public School (APS) students voluntarily participate. A summary of test data for participating APS students is provided here. For the 1981-82 school year, the scores of APS students on the ACT compare very well with the national norms. Ten-year trends of APS and national composite scores, APS and national test results, scores for boys and girls, scores according to high school curriculum, grade level of APS students at time of testing, percent of APS seniors tested, and characteristics of APS students taking the test are reported for the ACT program. Although the large majority of college-bound students in New Mexico take the ACT, several hundred APS students choose to take the College Board's Scholastic Aptitude Test (SAT) each year. Both math and verbal SAT scores of APS students were above national averages. Three-year trends in APS and national scores; and APS, national, regional, and state scores are provided for the SAT. ACT and SAT information by high school, and the states where students plan to attend college are also provided. (BW)

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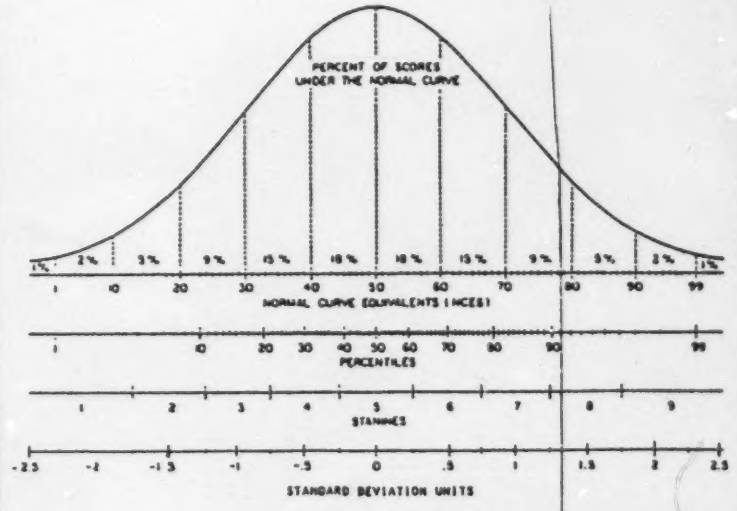
ACT & CEEB Testing


PERCENT OF SCORES UNDER THE NORMAL CURVE
1% 2% 3% 9% 15% 18% 18% 15% 9% 5% 2% 1%
1 10 20 30 40 50 60 70 80 90 99
NORMAL CURVE EQUIVALENTS (NCES)
1 10 20 30 40 50 60 70 80 90 99
PERCENTILES
1 2 3 4 5 6 7 8 9
STANINES
-2.5 -2 -1.5 -1 -.5 0 .5 1 1.5 2 2.5
STANDARD DEVIATION UNITS

APS
ALBUQUERQUE PUBLIC SCHOOLS

1981/1982

College Entrance Examinations

U.S. DEPARTMENT OF EDUCATION
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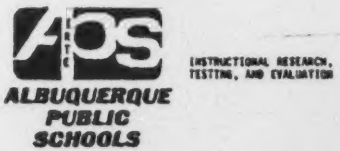

INSTRUCTIONAL RESEARCH, TESTING, AND EVALUATION
CAROL ROBINSON, Director

Prepared by:
SANDRA O'NEAL, District Coordinator of Testing

November, 1982

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INTRODUCTION

WHY STUDENTS TAKE THE ACT OR COLLEGE BOARDS

Many institutions of higher learning require entering students to supply college entrance examination results. The primary purpose of this requirement is to help colleges and entering students make decisions which will maximize the probability of the student's obtaining the college education that best fits individual needs and talents. The American College Testing Program (ACT) and the Admission Testing Program of the College Entrance Examination Board (CEEB) are programs in which a large number of Albuquerque Public School students voluntarily participate. While the main purposes of these programs are planning for the individual student and input to a selection process for colleges and universities, a summary of test data for participating APS students is appropriate and meaningful.

These assessment instruments consist of tests intended to measure academic abilities. The fundamental intent of these tests is to predict success in college and to help the student understand his strengths and weaknesses as related to college work. The test developers feel that a major part of college work requires the application of analytical reasoning toward the solution of functional and practical problems. Accordingly, the test portion of the assessment is described as containing a large proportion of problem-solving exercises and proportionately fewer measures of easier levels of learning.

These testing programs help colleges understand each individual applicant by allowing the student to report a considerable amount of personal information. The student may indicate educational plans, interests, and needs in addition to such things as out-of-class accomplishments and college extracurricular plans. A student may also provide information regarding potential need for financial aid, proposed major field, and special interests or goals.

Students who plan to go to college pay a fee to take the ACT or College Boards. APS high schools serve as testing information centers for these tests by providing test registration information to any student who requests it. The student fills in the requested information and sends the card and payment directly to the testing company. Any junior or senior in high school may take either the ACT or the SAT/College Boards by following this procedure. In special cases fee waivers are available for both tests.

ACT 1981-82 SUMMARY INFORMATION

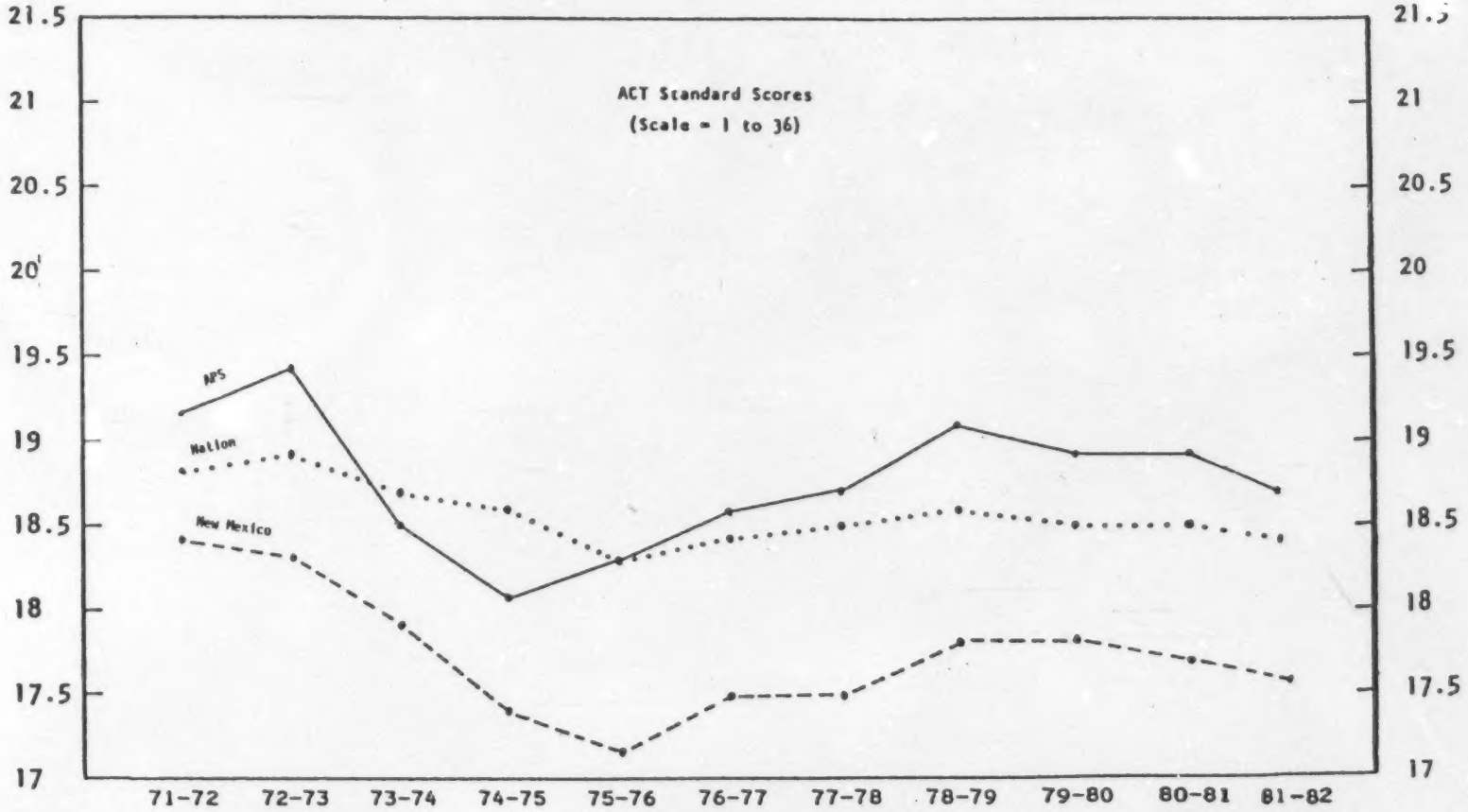
For the 1981-82 school year the scores of the Albuquerque Public School students on the ACT compare very well with national norms. As can be seen in Table 1, APS means for the total group in English, Math, Social Studies, Natural Science and the Composite Score were all above the national averages.

Figure 1, (page 3), demonstrates the trend of ACT scores for both APS and the nation for the years 1971-72 to 1981-82. APS students were above the national average from 1971-72 to 1972-73, fell below the national average for two years, and then again scored above the national average for the past six years.

To gain an understanding of how APS compares with New Mexico and the nation in high, middle, and low score ranges, it is useful to look at percentages of students scoring in the various test score intervals as shown on Figure 2, (page 5). For example, by examining the figures shown in Figure 2 carefully, it can be determined that APS has the same or larger numbers of students scoring in the higher score ranges in English, Social Studies, and Composite Scores than does New Mexico and the nation. Additionally, APS students scored in the same or greater numbers on the top two test score intervals combined (21-25 and 26-36). In other words, higher percentages of APS students scored in the upper score ranges of the test than either the state or the nation.

Both Table 1, (page 4) and Figure 3, (page 6) reflect the APS men's and women's scores compared to the national averages. From these figures it can be seen that men's and women's scores in most areas are at or above the respective national norms.

Other information contained in this report reflects the students' scores by self-identified high school curriculum background, the number and percentage of senior (12th grade) students taking the ACT, and other characteristics of students taking the ACT.



	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82
Composite APS ———	19.2	19.4	18.5	18.1	18.3	18.6	18.7	19.1	18.9	18.9	18.7
Composite NM - - - - - - - -	18.4	18.3	17.9	17.4	17.2	17.5	17.5	17.8	17.8	17.7	17.6
Composite Nation ·····	18.8	18.9	18.7	18.6	18.3	18.4	18.5	18.6	18.5	18.5	18.4

FIGURE 1. AMERICAN COLLEGE TEST (ACT) SCORES
APS, NEW MEXICO, & NATIONAL COMPOSITE AVERAGES
1981-1982

EXPLANATION: Figure 1 reflects the APS, New Mexico and national ACT score trends from 1971-72 to 1981-82. While declining scores were experienced for several years in the early 1970's, APS scores have shown a general upward trend since 1974-75.

TABLE I: APS AND NATIONAL AMERICAN COLLEGE TEST RESULTS (ACT) 1979-1982

		ALBUQUERQUE PUBLIC SCHOOLS			NATION		
		79-80	80-81	81-82	79-80	80-81	81-82
NUMBER TESTED →	Boys	1400	1417	1349	37130	37675	36304
	Girls	1596	1660	1579	45090	45901	44148
	Total	2996	3077	2928	82220	83576	80452
ENGLISH	Boys	17.3	17.3	17.2	17.3	17.3	17.3
	Girls	18.6	18.8	18.7	18.3	18.2	18.4
	Total	18.0	18.1	18.0	17.9	17.8	17.9
MATH	Boys	18.9	18.9	18.7	18.9	18.9	18.6
	Girls	16.6	16.8	16.5	16.2	16.0	16.0
	Total	17.6	17.8	17.5	17.4	17.3	17.2
SOCIAL STUDIES	Boys	18.4	18.5	18.2	18.2	18.3	18.1
	Girls	16.9	16.9	17.3	16.4	16.4	16.6
	Total	17.6	17.6	17.7	17.2	17.2	17.3
NATURAL SCIENCE	Boys	22.9	22.9	22.3	22.4	22.3	22.2
	Girls	20.6	20.7	20.2	20.0	20.0	19.7
	Total	21.7	21.7	21.1	21.1	21.0	20.8
COMPOSITE	Boys	19.5	19.5	19.2	19.3	19.3	19.2
	Girls	18.3	18.4	18.3	17.9	17.8	17.8
	Total	18.9	18.9	18.7	18.5	18.5	18.4

EXPLANATION: For the 1981-82 school year, ACT scores for APS totals were at or above the national scores in all four content areas as well as the composite score. Trends can be examined in each content area for boys and girls by studying the figures for the three years reported. Also, the number of APS boys and girls taking the ACT was fewer in 1981-82 than in the previous year.

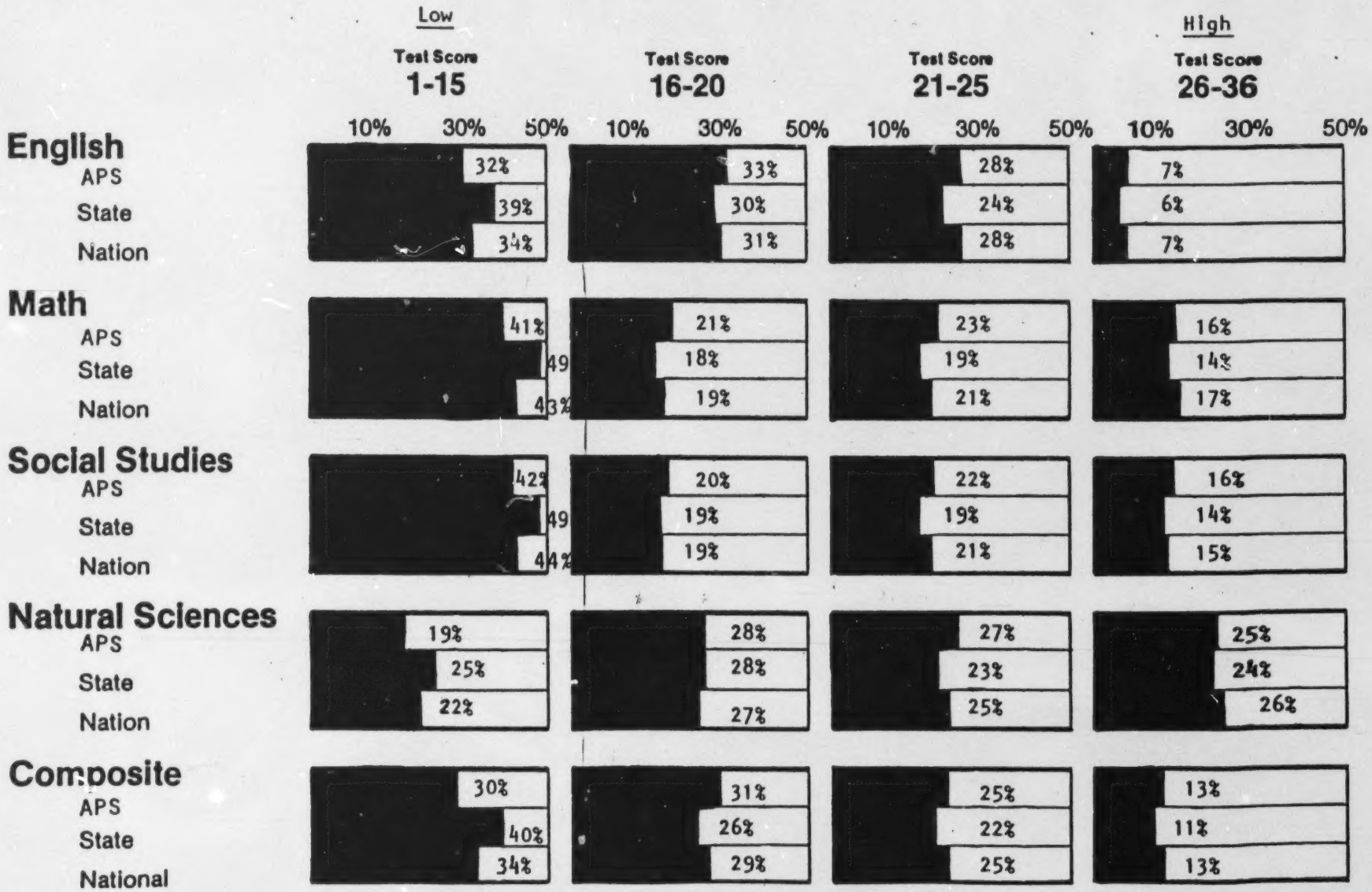
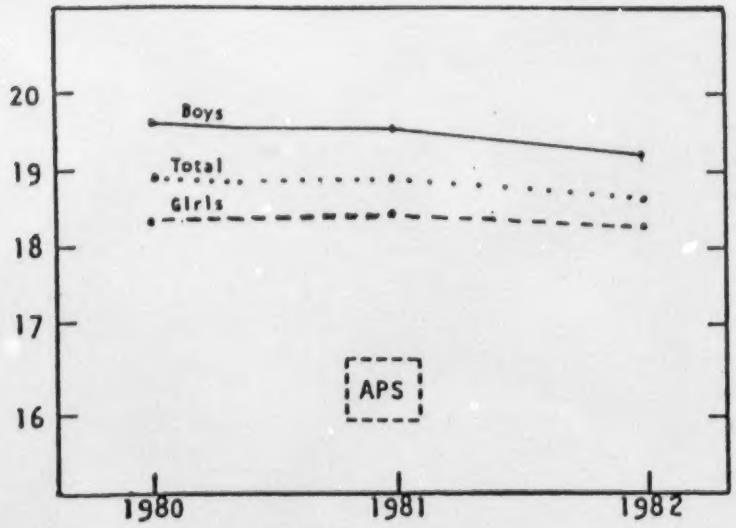
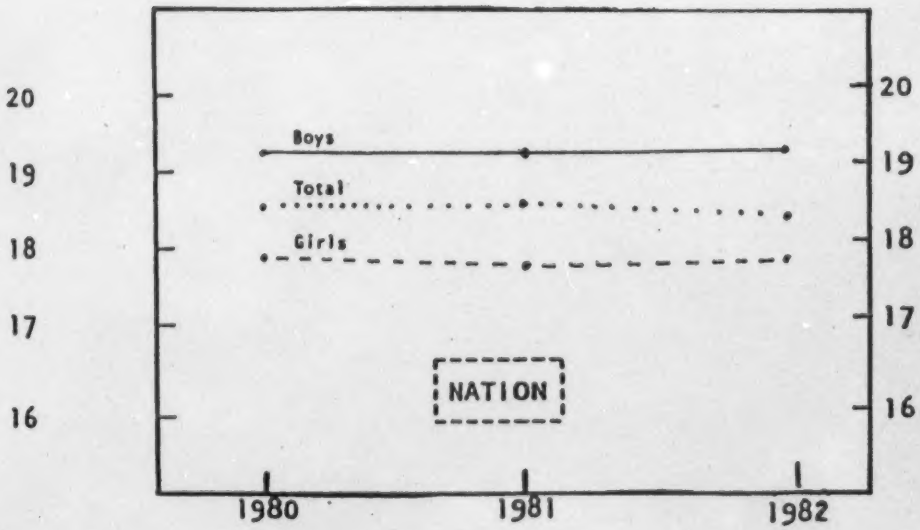


FIGURE 2. PERCENTAGES OF APS STUDENTS IN VARIOUS TEST SCORE INTERVALS

EXPLANATION: When scores are examined according to high (26-36), middle (16-20 and 21-25), and low (1-15) ranges, it can be seen that APS students have equal or greater percentages of students scoring in the higher ranges than New Mexico or the nation in most categories. In the low (1-15) score range, APS had fewer students in all content categories.



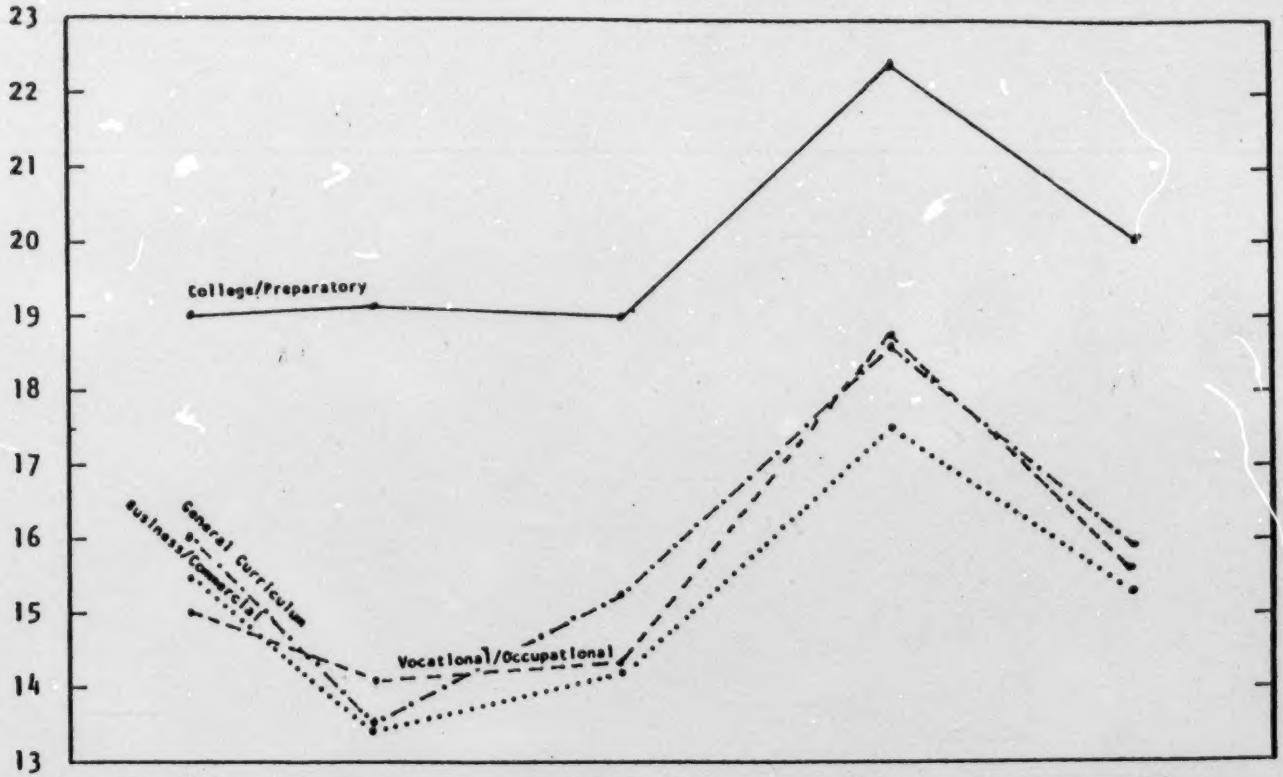
	1980		1981		1982	
Boys	19.5		19.5		19.2	
N & %	1400	47%	1417	46%	1349	46%
Girls	18.3		18.4		18.3	
N & %	1596	53%	1660	54%	1579	54%
Total	18.9		18.9		18.7	
N & %	2996	100%	3077	100%	2928	100%



	1980		1981		1982	
Boys	19.3		19.3		19.2	
N & %	37130	45%	37675	45%	36304	45%
Girls	17.9		17.8		17.8	
N & %	45090	55%	45901	55%	44148	55%
Total	18.5		18.5		18.4	
N & %	82220	100%	83576	100%	80452	100%

FIGURE 3. SUMMARY COMPOSITE ACT SCORES FOR BOYS & GIRLS (According to Averages for the Nation & APS) 10% Sample

Figure 3 shows that APS boys and APS girls have consistently scored the same as or higher than the national respective comparison groups. In 1982, APS boys' composite ACT score was 19.2 which was the same as the national boys' average. In 1982, APS girls' composite ACT score was 18.3, while the national girls' average was 17.8.



	English	Math	Social Studies	Science	Composite	N*	%
College/Preparatory ————	19.0	19.1	19.0	22.3	20.0	2071	71%
General Curriculum ·-·-·-·-·-	16.0	13.6	15.0	18.5	15.9	460	16%
Vocational/Occupational - - - - - -	15.0	14.1	14.4	18.6	15.6	180	6%
Business/Commercial·····	15.4	13.5	14.3	17.5	15.3	170	6%

FIGURE 4. APS 1981-82 ACT SCORES
(According to Student-Designated High School Curriculum)

*N = Number of students

A word of caution regarding the interpretation of this graph: Students are asked to indicate the nature of the high school curriculum they chose. No guidelines are provided to the student by ACT for making this choice. Therefore, it is not clearly understood what factors affect the student's indication that he has followed a college preparatory, general, vocational or business course of study.

It is interesting to observe that approximately two-thirds of the college-bound students (71%) feel they have chosen a college preparatory course of study during their high school years. This figure is not confirmed by the local district nor by the district high schools.

TABLE 2. GRADE LEVEL AT TIME OF ACT TESTING 1981-82

	BOYS			GIRLS			TOTAL		
	N*	%	ACT Comp	N*	%	ACT Comp	N*	%	ACT Comp
High School Junior	258	19%	22.5	331	21%	21.0	589	20%	21.6
High School Senior	1041	77%	18.7	1200	76%	17.7	2241	77%	18.1
Other	45	3%	14.0	47	3%	14.8	92	3%	14.4
Total	1344			1578			2922		

EXPLANATION: Approximately one-fifth (20%) of the 2928 students taking the ACT were high school juniors at the time of testing. Another 77% were high school seniors. Three percent were classified as "other." This classification includes those students who graduated previously and are now deciding to attend college. Students in the "other" category frequently score lower than juniors and seniors. Possible reasons for this are: 1) they have been out of school for awhile and may have forgotten some of the information tested, 2) they may not have chosen high school courses which would provide for college preparation.

*N = Number of students

TABLE 3. PERCENT OF APS SENIORS TAKING ACT COMPARED TO END-OF-YEAR SENIOR ENROLLMENT, 1972-82

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
End of Year Senior Enrollment	5147	5180	5442	5523	6087	6189	6328	6149	6018	5910
Seniors Tested on the ACT	2372	2443	2309	2409	2265	2202	2307	2167	2164	2241
Percent of Seniors Tested	46%	47%	42%	44%	37%	36%	36%	35%	36%	38%

EXPLANATION: Since 1972, the percent of senior (12th grade) students taking the ACT has shown an unsteady but declining trend. Ten years ago, almost half the APS senior students took the ACT. For the past six years, the percentage has stablized at 35-38%. In 1981-82, 38% of the APS seniors took the ACT.

In preparing to take the ACT, students are asked by the testing company to respond to a number of questions regarding their high school education and plans for the future. Even though APS has no input into the questions asked, the summary of student responses is of interest. Following is a summary of students' answers to the questions.

Quality of High School Education

Of this group of 2928 students, consisting of 1349 men and 1579 women, 13% felt their high school education was excellent. Another 47% of the students felt it was good, 25% felt it was average, 6% felt it was below average, and 8% felt it was inadequate.

When queried about various aspects of their high school, over half the students indicated satisfaction with instruction, course offerings, grading, library facilities, assistance of gifted students, tests, laboratories and guidance.

Typical Student

The typical student in this group had an ACT Composite score of 18.7 (group mean) and a high school grade point average of 2.9. These compare to national averages for college-bound students of 18.4 and 3.0, respectively. At the time of testing, the student thought he or she would obtain a first-year college grade point average of about 2.8.

40% of the students were "very sure" of their educational major, while 46% were "fairly sure." A total of 37% aspired to a bachelor's degree while 55% aspired to at least some graduate school or a professional degree. The most typically planned educational major and first vocational choice for the group was business and commerce. The largest single percentage of male students (29%) indicated an interest in engineering. The largest single percentage of female students (19%) chose either business or the health professions (17%) and commerce (16%) as their major interest.

Choosing a College

The within-state institution where the largest number of APS students sent ACT scores was the University of New Mexico. When asked about the factors affecting their choice of schools, students chose the following: Field of Study (53%), location (18%), cost (18%), institutional type (8%), student body composition (1%), and size (1%). 34% of the students planned to go out-of-state to college.

Special Needs

APS students expressed a need for special help in several areas, with the category and percentage of students expressing need in that area as follows:

Educational and vocational plans	44%
Writing	29%
Reading	35%
Study skills	46%
Math	42%
Personal counseling	31%

A total of 35% expressed interest in independent study, 23% in honors courses, 25% in foreign study, and 53% in some kind of advanced placement. 63% of APS students expressed expectations of working at a job during the school year. 72% expected to apply for some type of financial aid.

Extracurricular Participation

The extracurricular area where the most students (40%) participated in high school and also had similar plans for college was "special interest groups." The area where the most students (15%) participated in high school but had no similar plans for college was "varsity athletics." The average number of high school out-of-class accomplishments, out of seven listed for each of the nine areas was:

Athletics	2.6	Leadership	1.4	Writing	.8
Work Experience	2.1	Community Service	1.1	Speech	.7
Music	1.5	Art	.9	Science	.4

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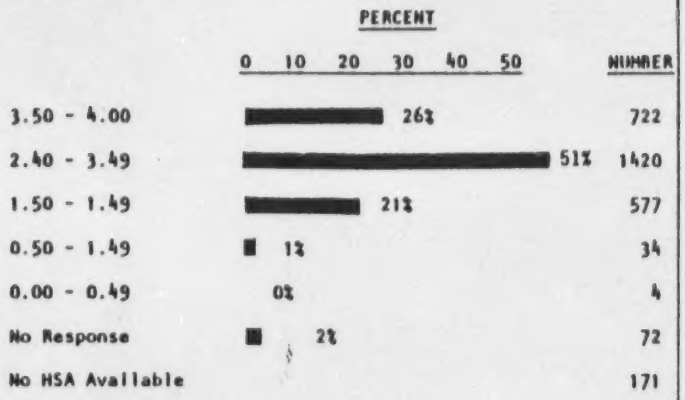
STUDENT REPORTED INFORMATION FROM THE ACT

HIGH SCHOOL GRADE POINT AVERAGES



ESTIMATED FAMILY INCOME

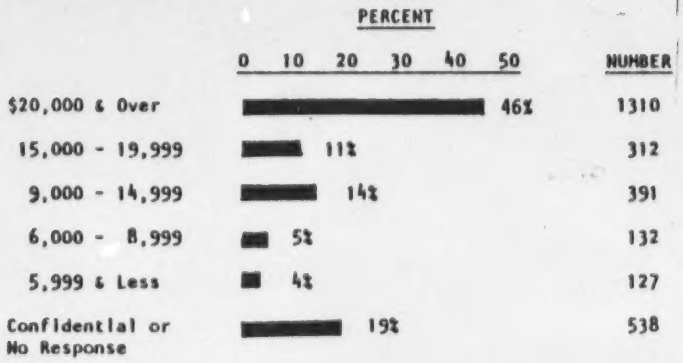
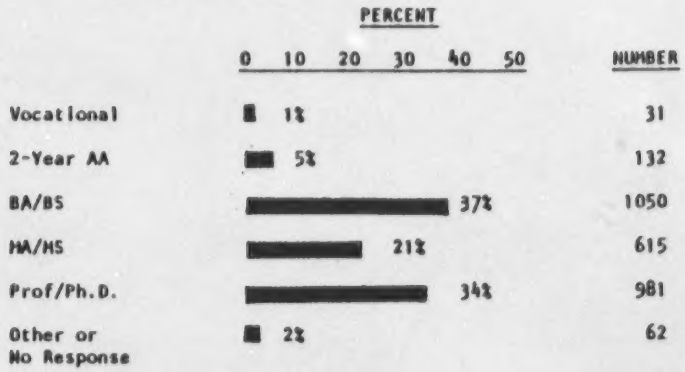


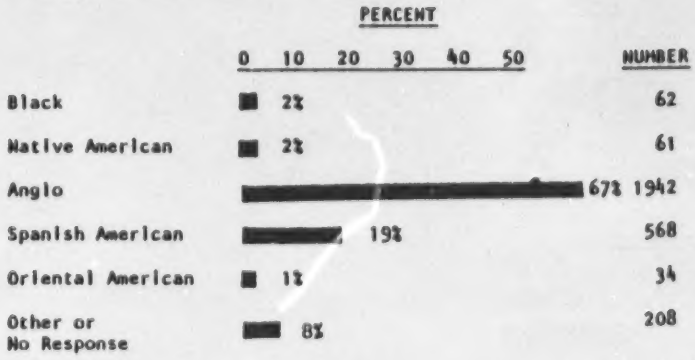
FIGURE 5. CHARACTERISTICS OF APS STUDENTS TAKING THE ACT IN 1981-82

EXPLANATION: Figure 5 reflects student-reported information regarding grades in high school, plans for college, family income, ethnicity, and location of the college the student plans to attend. Neither ACT nor APS attempts to cross-reference this student-reported data with any other source of information.

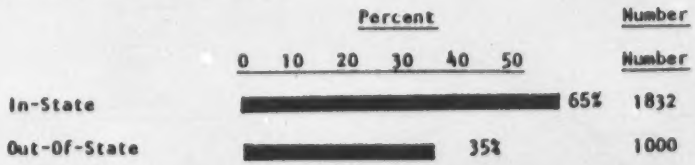
LEVEL OF EDUCATIONAL ASPIRATIONS



STUDENT-REPORTED ETHNIC BACKGROUND

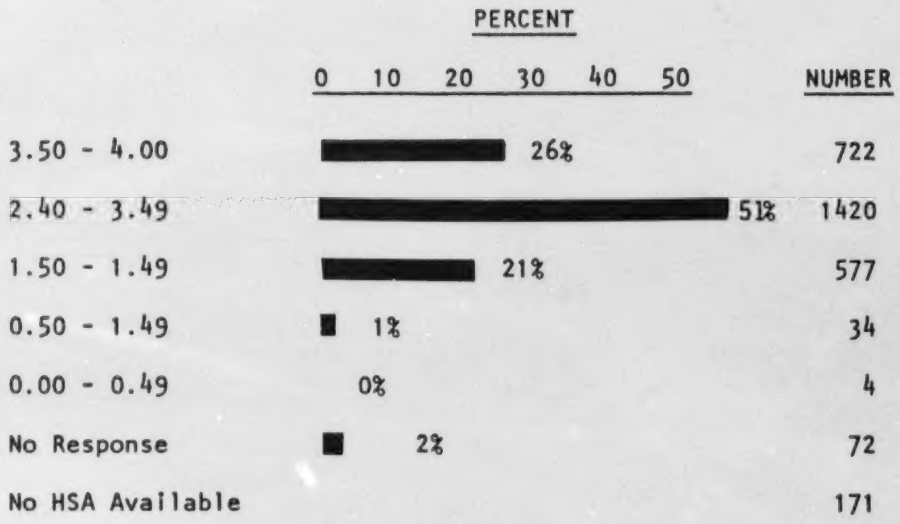


LOCATION OF COLLEGE PLANS

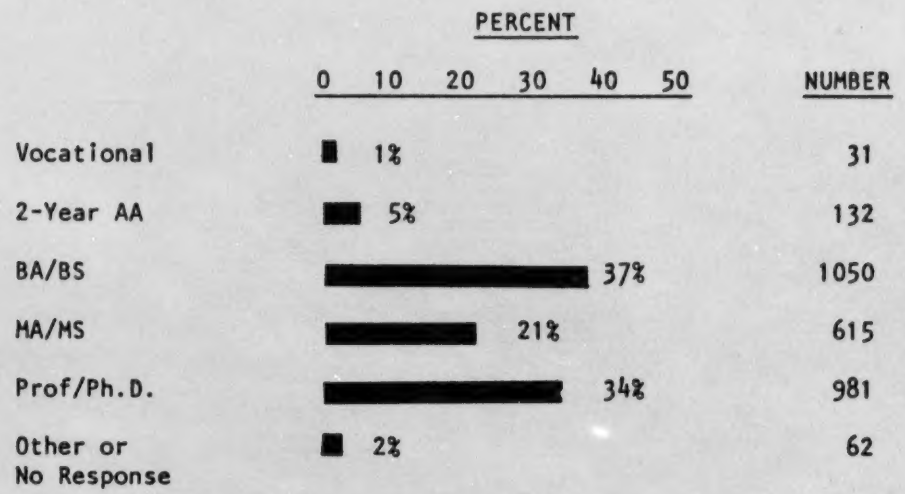


(96 students did not respond to this item)

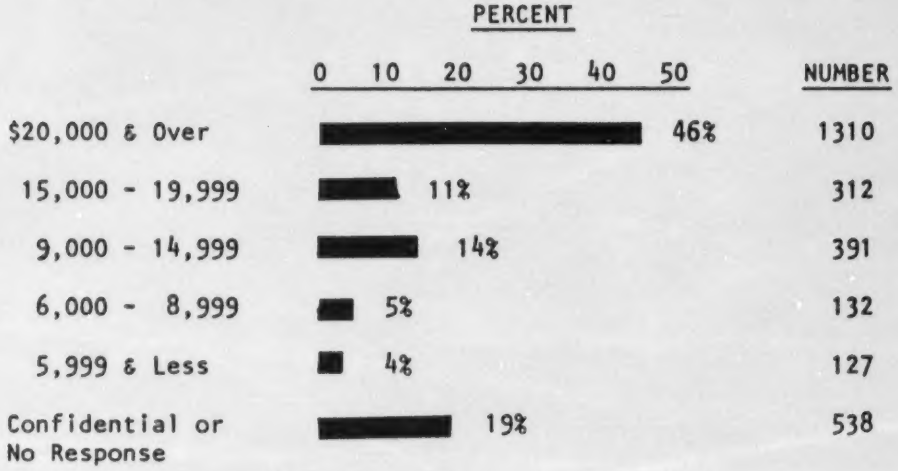
HIGH SCHOOL GRADE POINT AVERAGES



LEVEL OF EDUCATIONAL ASPIRATIONS



ESTIMATED FAMILY INCOME



STUDENT-REPORTED ETHNIC BACKGROUND

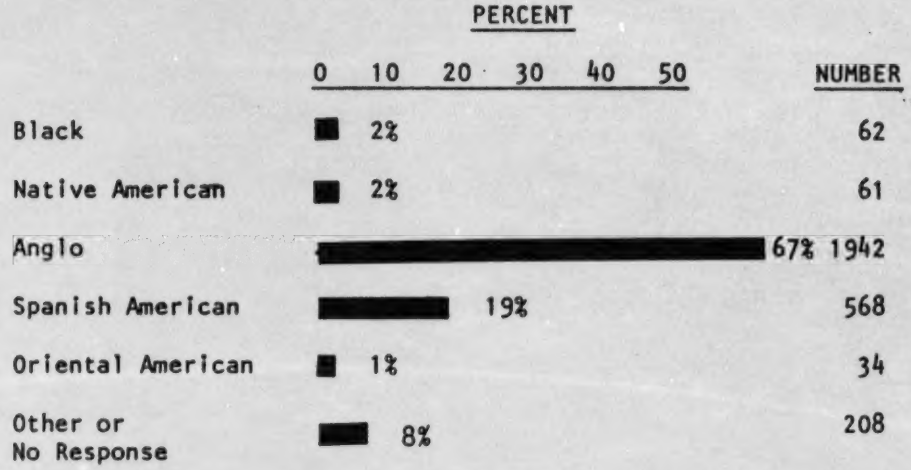
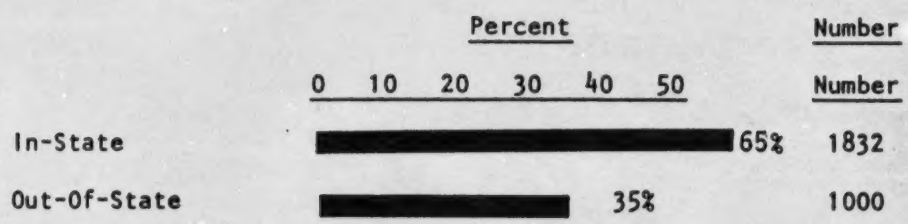


FIGURE 5. CHARACTERISTICS OF APS STUDENTS TAKING THE ACT IN 1981-82

EXPLANATION: Figure 5 reflects student-reported information regarding grades in high school, plans for college, family income, ethnicity, and location of the college the student plans to attend. Neither ACT nor APS attempts to cross-reference this student-reported data with any other source of information.

LOCATION OF COLLEGE PLANS



(96 students did not respond to this item)

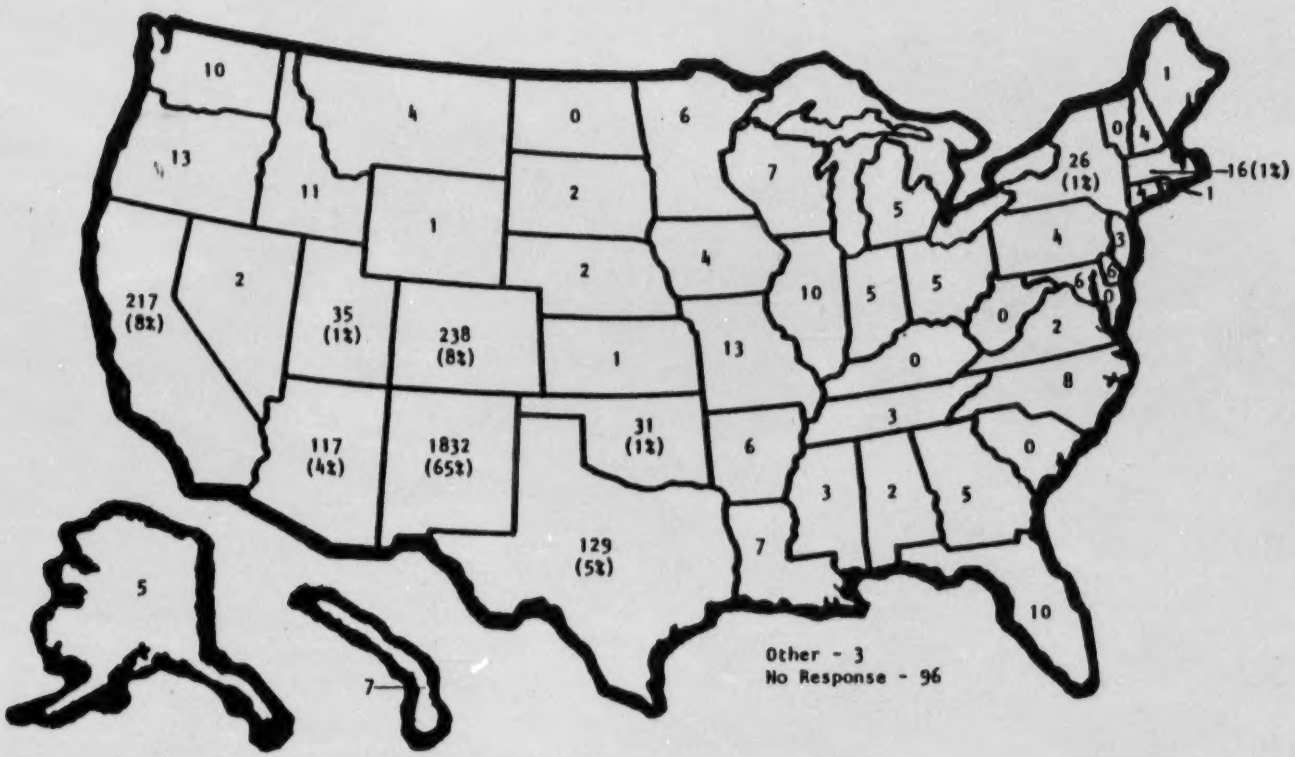
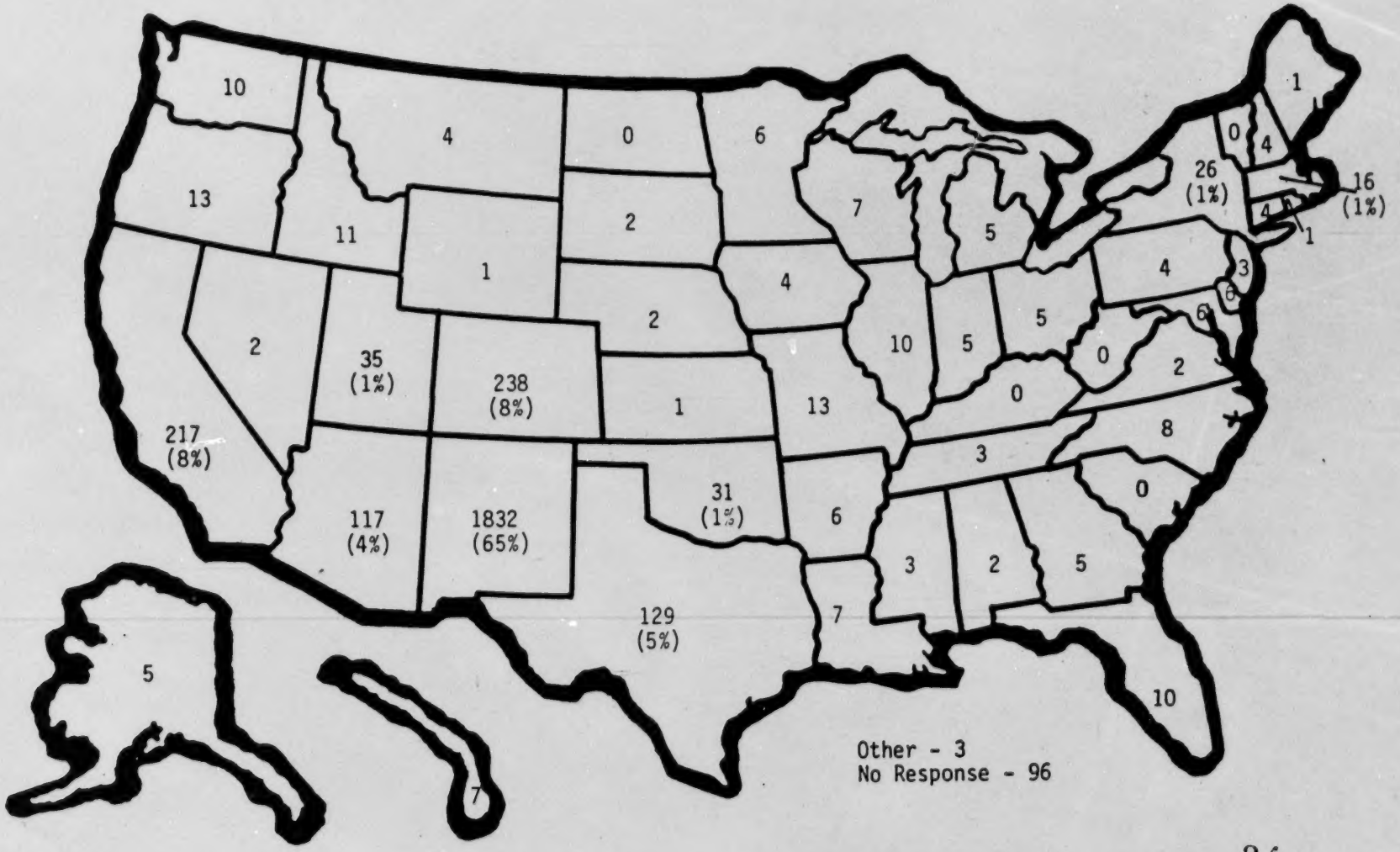


FIGURE 6. STATES WHERE STUDENTS PLAN TO ATTEND COLLEGE (According to information supplied by students taking the ACT.)

EXPLANATION: The map of the United States shows where 1981-82 APS students planned to attend college. The large majority (65%) indicated a New Mexico college or university as their choice. Other states where substantial numbers of 1982 graduates planned to attend school were Colorado (8%), California (8%), Texas (5%), and Arizona (4%).

STATES WHERE STUDENTS PLAN TO ATTEND COLLEGE



SAT (COLLEGE BOARD) SUMMARY INFORMATION

Although the large majority of college-bound students in New Mexico take the ACT, several hundred students in Albuquerque choose to take the SAT (College Boards) each year. These students are typically those who intend to go out-of-state to college or who have not yet chosen the school they wish to attend and are keeping their options open. As all universities and colleges in New Mexico accept the ACT, it is unnecessary for those students seeking higher education in New Mexico to take the SAT examinations.

As can be seen in Table 4 (page 13), the number of students in APS taking the College Boards decreased from 1980-81 to 1981-82. All APS verbal scores are well above the national averages for boys, girls, and total for 1981-82. On the verbal portion of the SAT, APS boys' scores decreased from 494 to 483. APS girls' scores decreased from 477 to 475. When all students' scores are considered, the APS verbal mean score decreased from 485 to 478.

In mathematics, increasing scores were reflected in boys' scores, but APS girls' scores declined one point. These mathematics scores, for boys and girls, are all above national averages, as can be seen in Table 4.

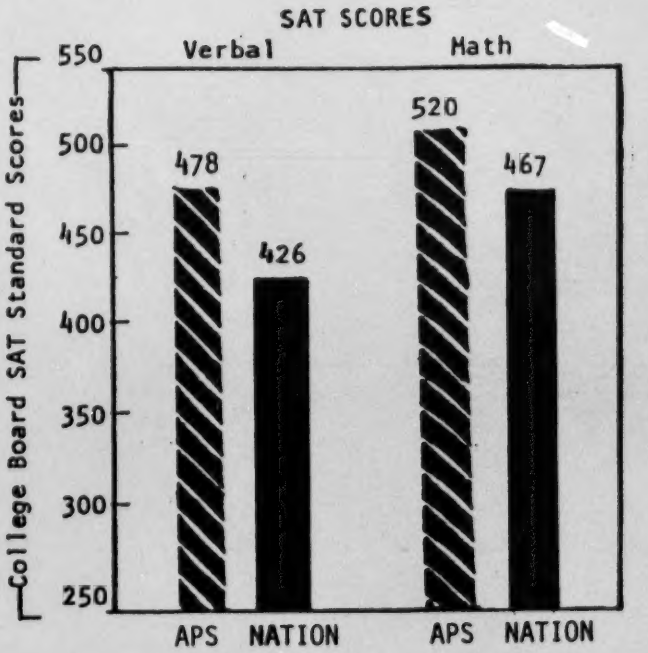
By way of national comparison, APS total students' mean score in the verbal portion of the SAT was 478, compared to 426 for the nation. In mathematics, APS students scored a mean of 520, well above the mean of 467 for the national group of almost a million students. These comparisons can be seen in graphic representation in Figure 7 on page 13.

	APS			NATION		
	79-80	80-81	81-82	79-80	80-81	81-82
NO. TESTED						
Boys	194	254	223	478,284	478,301	476,556
Girls	219	268	264	512,961	515,371	512,124
Total	413	522	487	991,245	993,672	988,680
VERBAL						
Boys	480	494	483	428	430	431
Girls	486	477	475	420	418	421
Total	483	485	478	424	424	426
MATH						
Boys	548	549	553	491	492	493
Girls	501	494	493	443	443	443
Total	523	521	520	466	466	467

TABLE 4. COLLEGE BOARD (SAT)
APS AND NATION 1979-1982

EXPLANATION: Table 4 reflects that slightly fewer APS boys and girls took the College Boards in 1981-82 than in the previous year. The overall number of APS students taking the SAT decreased from 522 in 1980-81 to 487 in 1981-82. APS boys' scores increased in math but declined in verbal, while APS girls' scores decreased slightly in both areas.

Nationally, the total number of students taking the SAT decreased. National scores in verbal and math increased slightly. Boys' scores increased in verbal (1 point) and math (1 point) while girls increased in verbal (3 points) and remained stable in math.



Number of students:

APS 487

Nation 988,680

FIGURE 7. COLLEGE BOARD (SAT)
APS & NATION, 1981-82

Figure 7 shows that APS students score considerably above the national average in both verbal and math portions of the SAT.

TABLE 5. COLLEGE ENTRANCE EXAMINATION BOARD TEST SCORES, 1981-82

		APS	NATION	NEW MEXICO	SOUTH-WEST*
NUMBER OF STUDENTS	Men	223	476,556	744	29,996
	Women	264	512,124	753	32,645
	Total	487	988,680	1,497	62,641
		SCHOLASTIC APTITUDE TEST MEANS			
VERBAL	Men	483	431	483	426
	Women	475	421	477	415
	Total	478	426	480	420
MATH	Men	553	493	549	482
	Women	493	443	486	435
	Total	520	467	517	458
		SAT VERBAL SUBSCORE MEANS			
READING COMPREHENSION	Men	48.2	43.1	48.2	42.9
	Women	47.5	42.2	47.7	41.8
	Total	47.8	42.7	47.9	42.4
VOCABULARY	Men	48.0	43.1	48.1	42.3
	Women	47.1	42.1	47.2	41.2
	Total	47.5	42.6	47.7	41.7
TEST OF STANDARD WRITTEN ENGLISH	Men	46.8	41.7	46.7	41.8
	Women	48.3	42.8	48.2	43.0
	Total	47.6	42.3	47.5	42.4
		ACHIEVEMENT TEST MEANS			
ENGLISH COMPOSITION	Number	N= 108	N= 180,637	N= 383	N= 9,414
	Average Scores	558	520	557	511
MATH LEVEL 1	Number	N= 69	N= 145,277	N= 258	N= 7,988
	Average Scores	563	545	558	537
MATH LEVEL 2	Number	N= 43	N= 37,603	N= 135	N= 1,933
	Average Scores	670	661	667	652
ALL ACHIEVEMENT TESTS	Number	N= 112	N= 196,991	N= 404	N= 9,740
	Average	562	537	565	530

*Southwest = New Mexico, Oklahoma, Arkansas, and Texas

EXPLANATION: Table 5 shows scores for APS, the Nation, New Mexico, and the Southwest Area on the SAT portion of the College Boards as well as on the various achievement tests. Students may elect to take one or more of the achievement tests, depending on the admissions requirements of the college or university to which they are applying. Many students take only the SAT (Scholastic Aptitude Test) portion of the College Boards.

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High Schools	ACT		COLLEGE BOARDS - SAT		
	Number of Students	Average Composite Score	Number of Students	SAT Average Verbal	SAT Average Math
Albuquerque	119	16.7	28	471	472
Cibola	229	18.0	34	487	538
Del Norte	396	19.5	58	483	525
Eldorado	527	19.8	87	469	532
Highland	364	18.9	106	463	502
Manzano	303	18.7	27	481	520
Rio Grande	187	17.2	12	505	515
Sandia	498	19.4	110	488	540
Valley	157	16.9	19	519	487
West Mesa	138	16.9	6	470	512

FIGURE 8. ACT & COLLEGE BOARD - SAT SCORES
APS HIGH SCHOOLS
NUMBER OF STUDENTS & AVERAGE SCORES
1981-82

EXPLANATION: Larger numbers of APS students take the ACT than the College Boards. The ACT is accepted by universities and colleges in New Mexico. The SAT is typically taken by students who have plans to attend an out-of-state college or who have not made a definite college choice at the time of testing.